

Inspection of Kidsoosa New End

New End Primary School, Streatley Place, LONDON NW3 1HU

Inspection date: 29 March 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The manager and staff create a club where being inclusive is at the heart of what they do. They work with children to design a celebration board, where children's artwork is displayed. This includes self-portraits and examples of the different languages and writing children use at home. All families and cultures are respected and represented. Children are proud of what makes them different as well as the same. Their emotional and mental well-being is supported. Staff take time to listen to children. They ask about how they are feeling. Children form bonds with staff and are able to turn to them for help and support, if needed. Children contribute to making the rules for the club. They remember them and talk about them. Children are happy and behave well.

Staff understand their duty to keep children safe. Children learn how to manage risk while playing outdoors. Children climb, play football and use skipping ropes. Staff watch them carefully and talk about how to use play equipment safely. Children understand how to keep themselves well. For instance, they wash their hands before eating. Children help themselves to fruit, which is available to them throughout the time they are at the club.

What does the early years setting do well and what does it need to do better?

- Children enjoy attending this well-run club. They describe the club as 'super fun'. Children benefit from a wide range of activities, games and resources. For instance, they learn about weaving with strips of coloured paper, printing and painting. They build a zoo and 'molecules' out of construction resources. Children enjoy reading fiction and non-fiction books. They talk about what they are reading and think about the wider world.
- The manager reflects carefully on the service which she provides. She has reviewed and strengthened the training offered to staff to enhance their professional skills and knowledge even further. Staff say they use their training to deepen their understanding of safeguarding and keeping children safe.
- Parents praise the work the manager and staff do. They say their children look forward to going to the club at the end of their school day. When it is time to go home, children say they 'want to go back in'. Parents say there is a good two-way flow of information and that they feel their children are safe.
- The manager knows children well and carefully monitors how they interact together. For example, she is currently working with some of the older children to build on their idea for running their own drawing club. However, the manager acknowledges that they need some further support in developing their understanding of the needs of younger children.
- Younger children enjoy imaginative play. They use soft toys to create a

classroom. Children write and read out a register, building on the skills they learn at school. They enjoy each other's company and chat about what they are doing. The manager is working with the school to enhance resources and opportunities for children to develop their creative play even further.

- Staff understand that not all children have the same advantages. Following the COVID-19 pandemic, they are planning activities children may not have access to outside of the club. For example, visits and trips to local shops and green spaces. Children enjoy opportunities to work with local artists and musicians.
- Staff support children in developing their independence, confidence and self-esteem. Children are encouraged to teach each other new skills they have learned. For example, the manager provides a chess set, so children who have learned how to play at school can teach others. Children create a book of their artwork. They decide what to include and gain satisfaction from their achievements.
- Staff constantly observe and monitor children. They quickly identify children who may need additional support. Staff work closely with teachers in the school and plan in partnership with them to provide this. Staff are skilled at supporting children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff benefit from regular, in-depth safeguarding training. They use this effectively to keep children safe. Staff confidently describe the indicators which may give them cause for concern about the welfare of a child in their care. The manager and staff are secure in their knowledge of the policies and procedures they need to follow if they have a concern. Staff know how to report any concerns they might have about other professionals. They carry out regular risk assessments and remove any hazards immediately. The manager has robust recruitment procedures in place and ensures that all staff are suitable to work with children.

Setting details

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| Unique reference number | EY454009 |
| Local authority | Camden |
| Inspection number | 10279820 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children at time of inspection | 5 to 11 |
| Total number of places | 30 |
| Number of children on roll | 56 |
| Name of registered person | PE TEACHERS LIMITED |
| Registered person unique reference number | RP531973 |
| Telephone number | 07813957187 |
| Date of previous inspection | 27 September 2017 |

Information about this early years setting

Kidsoosa New End registered in 2012. The independently owned club operates out of New End Primary School in the London Borough of Camden. The breakfast club operates from 7.50am to 8.50am and the after-school club from 3.30pm to 6pm, Monday to Friday, during term time only. There are two members of staff and the manager.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- This was the first routine inspection the club has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the club.
- The manager gave the inspector a tour of the premises and explained what activities are on offer for children.
- The manager talked to the inspector about how she supports the professional development of staff and ensures that they are suitable to work with children.
- The inspector spoke to staff, children and parents at different points during the inspection and took their views into account.
- The inspector viewed a sample of the documentation the manager uses. This included how children's attendance is recorded and background checks carried out on staff.
- The inspector observed children as they participated in activities, indoors and outside. She observed the interactions between staff and children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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